**An Example of a Self-Monitoring Intervention for Tier 3**

Adapted from:

Menzies, H. M., Lane, K., & Lee, J. (2009). Self-Monitoring Strategies for Use in the Classroom: A Promising Practice to Support Productive

Behavior for Students With Emotional or Behavioral Disorders. *Beyond Behavior*, *18*(2), 27-35. Retrieved from <http://www.ccbd.net/content/self-monitoring-strategies-use-classroom-promising-practice-support-productive-behavior-stud> on February 8, 2012

**What is self-monitoring?**

“Self-monitoring is a two-stage process that involves observing and recording. The student needs to determine if the target behavior did or did not occur. Then, the student self-records some feature of the target behavior (Mace, Belfiore, & Huchinson, 2001). He or she can either record the number of occurrences of a target behavior to be decreased (e.g., getting out of one’s seat) or to be increased (e.g., time on task). Then the student and teacher together determine an acceptable number of occurrences and reinforcement for obtaining the agreed upon number. Sometimes the simple act of recording increases awareness enough to modify the behavior; in other cases, the reinforcer is critical in reducing or increasing the occurrence of a behavior.”

**Step 1:** Identify, Define, and Role Play Target Behavior

Has the student learned this, or is it a learned skills that the student is not performing?

**Step 2:** Design a Monitoring Form

 **Step 3:** Teach Student to Complete Form

Use modeling, coaching, and role-playing. Remind student to use form at the beginning of each time period. Possibly include a reinforcement contingency: earn breaks from non-preferred activities or access to preferred activities.

**Step 3: (continued)**

Set a goal and select the reinforcement. Align reinforcement with function of behavior.

**Step 4:** Progress Monitor and Graph

To align this self-monitoring form with our NHCS goals for behavior (75% or 100%) divide the day into 4 quadrants. If student self-monitoring is not as accurate as adult monitoring, discuss the discrepancies in perception and use this as a vehicle for teaching behavior and social skills. You may need to record your own data (that the student does not see) for progress monitoring purposes at Tier 3. Have the student track progress by self-graphing; this increases desirable behaviors and intrinsic motivation.

**Step 5:** Fade

Fade self-monitoring as student achieves success by lengthening the intervals, matching less frequently, or self-monitoring for fewer periods during the day.

